



USAID
FROM THE AMERICAN PEOPLE

THE POWER OF COACHING: IMPROVING EARLY GRADE READING INSTRUCTION IN DEVELOPING COUNTRIES

FINAL REPORT

FEBRUARY 2014

This report was produced for review by the United States Agency for International Development. It was prepared by the Aguirre Division of JBS International, Inc.

THE POWER OF COACHING: IMPROVING EARLY GRADE READING INSTRUCTION IN DEVELOPING COUNTRIES

FINAL REPORT

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	2
ACRONYMS & ABBREVIATIONS.....	3
EXECUTIVE SUMMARY	4
INTRODUCTION	6
WHAT IS COACHING? MODELS AND APPROACHES.....	7
COACHING MODELS – SUMMARY OF BEST PRACTICES.....	9
IMPLEMENTATION OF COACHING: WHAT COACHES DO	11
IMPLEMENTING COACHING IN DEVELOPING COUNTRIES.....	16
IMPLEMENTATION OF COACHING – SUMMARY OF BEST PRACTICES.....	17
CONDITIONS FOR EFFECTIVE COACHING.....	20
CONTEXT FOR COACHING.....	20
CONDITIONS FOR EFFECTIVE COACHING: CONTEXT – SUMMARY OF BEST PRACTICES	21
CONTENT OF COACHING	22
CONDITIONS FOR EFFECTIVE COACHING: CONTENT – SUMMARY OF BEST PRACTICES.....	22
PREPARING COACHES: SKILLS, KNOWLEDGE, AND DISPOSITIONS	23
CONDITIONS FOR EFFECTIVE COACHING: PREPARING COACHES – SUMMARY OF BEST PRACTICES.....	24
MAKING DECISIONS ABOUT A COACHING INITIATIVE	25
DECISION TREE FOR INITIATING, DEVELOPING, IMPLEMENTING, AND EVALUATING A COACHING PROGRAM IN DEVELOPING COUNTRIES.....	25
SUMMARY	30
REFERENCES.....	32
APPENDIX A: PROCEDURES FOR CONDUCTING THE ANALYTIC STUDY	38
APPENDIX B: INTERVIEW QUESTIONS	39
APPENDIX C: QUESTIONS FOR COACHES	40
APPENDIX D: EXAMPLE OF PROTOCOL USED FOR PROVIDING FEEDBACK TO TEACHERS.....	41

ACKNOWLEDGMENTS

This report was authored by Rita M. Bean. She would like to thank the following individuals who contributed to this study by sharing valuable information on their work with coaching initiatives in developing countries through interviews and written communications.

Cambridge Education

Marcia Davidson, Senior Education Advisor, Literacy

Global Literacy Professional Development Network

Amy Pallangyo, Global Program Coordinator

Etty Hoesein, Project Manager (Indonesia)

Nafiz Uddin Khan, Project Manager (Bangladesh)

International Reading Association

Marcie Craig Post, Executive Director

Molteno Institute for Language and Literacy – South Africa (Coaching Initiative)

Azwindini Freddy Nembahe, National Training Manager

Busisiwe Ngongoma, Literacy Coach

Caroline Chipani, Literacy Coach

Dorothy Mtimkulu, GPLMS Supervisor

Duduzile Shezi, Manager in the Chief Executive Officer's Office

Hildah Baboneng Moroance, Literacy Coach

Massenya Dikotla, Chief Executive Officer, Molteno

Mmajwe Wilson Mogashoa, GPLMS Project Manager

Phindile Mtshali, GPLMS Supervisor

Spencer Salas, Assistant Professor, University of North Carolina at Charlotte

Sylvia Mame Kgotla, Literacy Coach

Virginia Khumalo, Gauteng Primary Literacy and Mathematics Strategy (GPLMS) Supervisor

Pratham Books – India

Rukmini Banerji, Director of ASER Centre (Research and Assessment Unit)

RTI International

Margaret Dubeck, Senior Education Specialist, International Development Group – International Education

Benjamin Piper, Chief of Party, Primary Math and Reading Initiative

ACRONYMS & ABBREVIATIONS

COTF	Coaching-On-The-Fly
GLPDN	Global Literacy Professional Development Network
GPLMS	Gauteng Primary Literacy and Mathematics Strategy
GROW	setting G oals, dealing with R eality, seeking O ptions, establishing W ill of teachers to change
HR	Hypermedia Resource
ICT	Information and Communications Technology
IFADEM	Initiative Francophone pour la formation à distance des maîtres (French initiative for distance education teachers)
PD	Professional Development
PLC	Professional Learning Community
PLG	Professional Learning Groups
PRIMR	Primary Math and Reading Initiative
SMS	Short Message Service
TAC	Teachers' Advisory Centre

EXECUTIVE SUMMARY

Quality teaching is a key factor for improving educational experiences of students and increasing student reading attainment. One tool for improving the quality of teaching is coaching. It follows that more emphasis must be given to preparing teachers and providing them with the professional development (PD) they need.

This report answers the question: What are best practices for developing and implementing an effective coaching program in early grade reading programs in schools in developing countries? The report is divided into four major sections, each of which is summarized below.

WHAT IS COACHING? MODELS AND APPROACHES

Coaching can be defined as providing onsite, job-embedded, sustained PD for teachers. Coaches have specific expertise and can assist individual and groups of teachers in gaining the knowledge and skills needed to improve instruction.

Coaching can be viewed on a continuum that ranges from *soft* or responsive coaching to *hard* or directive coaching. When teachers are inexperienced or lack knowledge about literacy instruction, a directive model of coaching that promotes fidelity of implementation may be appropriate. Coaching should also provide opportunities for teachers to reflect on their instructional practice and promote teacher learning through modeling and co-teaching activities.

Because effective coaching relies on a positive relationship between the coach and the teacher, coaches who are asked to serve in a supervisory or *inspection* role may have difficulties developing such relationships. However, by treating teachers with respect and providing coaching activity options, coaches can act in this dual role if necessary. Coaches should be clear with teachers when they are serving in the role of a monitor and when they are providing coaching support. A job description, developed at the initial stage of a coaching program, is essential for understanding the purposes of the coaching program, the expected roles of the coach, and how coaches are to be evaluated.

IMPLEMENTATION OF COACHING: WHAT COACHES DO

Research studies provide important evidence about which coaching activities are related to improvements in teacher practices and student learning. First, coaches need to spend enough quality time with teachers to make a difference. Group coaching can provide overall information, define a common language for all teachers involved, and establish a positive context for individual coaching.

Group coaching should be followed by individual coaching that is differentiated by both student and teacher needs. Results of modeling, co-teaching, and classroom observations provide evidence for a *gradual release of responsibility*, which can assist teachers in implementing specific strategies independently. Assessment results can provide an important basis for effective coaching, guiding the work of teachers and coaches.

Although most coaching is delivered in face-to-face meetings, there have been recent efforts to use technology for communicating with teachers. Combining these two methods into a *hybrid* model seems to work most effectively, although evidence is still emerging. However, in developing countries, the lack of infrastructure may limit the use of coaching via technology.

CONDITIONS THAT SUPPORT EFFECTIVE COACHING

Research indicates that educational context and curriculum content influence the degree to which coaching is effective. The preparation, skills, knowledge, and disposition of coaches also affect the efficacy of coaching programs. Other important conditions include the following:

- Culture, knowledge, and experiences must be taken into consideration when implementing coaching initiatives in any context. It is important to understand and respect culturally different ways of learning and teaching. However, implementing educational practices that enable learners to compete successfully in a global knowledge economy may require that teachers be prepared to teach in new and different ways.
- Effective coaching requires a context in which principals and other educational leaders support and understand how coaching can improve instruction. This means developing schedules that provide time for coaching, encouraging teachers to work with coaches, and supporting the non-evaluative nature of coaching.
- Coaching can influence student learning only if the strategies and approaches in the literacy program itself are well defined and developed. In schools in developing countries, it is most useful to front-load content so that teachers can easily implement recommended strategies. Protocols that can guide coaches and teachers are especially useful for coaching in contexts where high-quality coaching is not the norm.
- Coaching is most effective when coaches themselves are well prepared for their positions. They must have a deep understanding of the content for which they are responsible. In addition, they must have dispositions that enable them to work effectively with other adults, including well-developed interpersonal, leadership, and communication skills.

Although coaches in developing countries may come to the coaching role with little experience in coaching or teaching literacy, a well-structured preparation program that assists them in gaining literacy content knowledge as well as knowledge about coaching will enable them to effectively take on their responsibilities. Opportunities for ongoing learning, via networking with other coaches and receiving feedback about coaching performance, are necessary to facilitate coaches' learning. Providing coaches with structured routines and practices about both content and processes helps to ensure a successful beginning.

MAKING DECISIONS ABOUT A COACHING INITIATIVE

When initiating, developing, implementing, or evaluating a coaching initiative in a developing country, it is important to consider support available for coaching and how accessible schools and teachers are to coaches. Coaching will not be successful if conducted in isolation or approached as the single solution for changing teacher practices or improving student learning. Well-developed, evidence-based approaches for teaching reading that include coaching are critical elements for success. In addition, specific structural and leadership conditions must be in place or in development. Effective coaching in developing countries requires collaboration and cooperation among many different agencies: Ministries of Education, donors, program contractors, universities and teacher preparation entities, and participating schools or regions.

INTRODUCTION

The need to improve the learning outcomes of students to enhance the quality of life for children and adults and to maximize economic growth in developing countries has been well established. Although substantial gains have been made in primary school enrollment, the completion rate of primary school students in developing countries is much lower than that in developed countries (Gove & Cvelich, 2010). In too many developing countries, learning levels are extremely low, and many students leave school without the foundational skills needed to read successfully. Reading has been identified as the spark that ignites learning for foundational skills as well as for high-level comprehension skills needed to function effectively as a citizen (Roskos, Strickland, Haase, & Malik, 2009).

Education research has pointed to the importance of quality teaching as a key factor for improving the educational experiences of students and increasing student learning (Atteberry & Bryk, 2011; L’Allier, Elish-Piper, & Bean, 2010). USAID has invested substantially in implementation of evidence-based reading programs designed to build teacher knowledge and understanding of how to teach reading effectively. These programs have included guidance for teachers to implement reading programs successfully (USAID, 2011). Given that teachers need more than initial workshop instruction to gain deep understanding of a specific reading program and how to implement it, efforts have been made to include coaching to improve teaching quality. Roskos et al. (2009) find that “effective support cannot be delivered in training workshops alone. Teachers must be actively supported through coaching” (p. 11). Gove and Cvelich in their 2010 report about early reading in developing countries also identified coaching as an important tool for improving teaching quality. The guiding question for this report is: What are the best practices for developing and implementing an effective coaching program in early grade reading programs in schools in developing countries?

The objectives of the report are to:

- Review and summarize the available literature and research on coaching teachers
- Use the results to compile best practices for implementing effective coaching in early grade reading programs in developing countries
- Provide a decision tree with suggested adaptations for coaching in primary schools in developing countries

Peer-reviewed, published research provides considerable evidence that coaching can positively influence teacher practices and lead to increases in student achievement (Bean, Draper, Hall, Vandermolten, & Zigmond, 2010; Biancarosa, Bryk, & Dexter, 2010; Carlisle, Cortina, & Katz, 2011; Elish-Piper & L’Allier, 2011; Matsumura, Garnier, Correnti, Junker, & Bickel, 2010; Matsumura, Garnier, & Spybrook, 2012; Powell, Diamond, Burchinal, & Koehler, 2010). These studies identify key factors that influence coaching effectiveness, including coach quality, the coaching model, and the context and culture in which the coaching initiative is implemented. However, these studies were conducted in schools in developed countries. Questions remain about what factors affect coaching in schools in developing countries. A study of a USAID-funded coaching initiative in Macedonia (Sturtevant & Linek, 2007), in which coaches served as teacher leaders and agents of change, found that local culture and context were powerful factors affecting teachers’ responses to coaching. Over time, however, coaching was seen as having a positive influence on teacher practices because coaches understood the school context and had established credibility with their peers. Sailors, Hoffman, Pearson, Shin, and McClung (2012) found that coaching in Malawi had a positive effect on teacher attitudes, motivation, and classroom practices. Moreover, findings of recent work in Kenya (Piper & Mugenda, 2013) and Malawi (Pouzevara, Costello, & Bandi, 2012) have supported the importance of coaching in improving student reading outcomes. The researchers found that students made greater gains in schools where coaching was an added dimension of teacher PD compared with students in schools with no coaching. Additionally, the frequency of

coaching visits was significantly related to gains in student reading performance (Piper & Mugenda, 2013; Pouezevara, et al., 2012).

Specific information is needed about the conditions that must exist in schools or regional offices if coaching initiatives are to be effective, the qualifications and knowledge coaches must have to be successful, and what coaches must do to have a positive impact on teaching practices and student learning. This information is especially important for individuals who are responsible for establishing or working in coaching initiatives in developing countries where teaching and coaching conditions present many challenges.

This report is divided into four sections: What Is Coaching? Models and Approaches; Implementation of Coaching: What Coaches Do; Conditions that Support Effective Coaching; and Making Decisions about a Coaching Initiative. Although empirical work conducted on coaching in the United States and other developed countries provided key information for this report, additional evidence about coaching has been obtained from published and unpublished papers, evaluation reports, and interviews with key informants about their work on coaching in developing countries. These data sources provide detailed information and identify similarities and differences between coaching in developing and developed country contexts. Each section describes and summarizes evidence and findings about coaching in developing countries. In addition, each section provides a summary of best practices to synthesize research findings and highlight implications. The final section includes a decision tree that provides guidance on developing, implementing, or evaluating coaching programs.

WHAT IS COACHING? MODELS AND APPROACHES

Coaching in the education field is defined as providing onsite, job-embedded, sustained PD for teachers. Coaches are colleagues with specific expertise who can assist individual and groups of teachers in gaining the knowledge and skills needed to improve instruction. Coaches are not considered supervisors, nor do they have evaluative responsibilities (Costa & Garmston, 2002; Ippolito, 2010; Killion & Harrison, 2006; Knight, 2007; McKenna & Walpole, 2008; Toll, 2007; Walpole & McKenna, 2013). Coaches may have different titles, such as literacy coaches, reading specialists, reading coaches, or instructional coaches; they may even have titles that do not include the word *coach* (e.g., literacy facilitators, resource teachers, teacher leaders, mentors). Reading specialists/literacy coaches in U.S. schools often have coaching responsibilities. In fact, almost 90 percent of individuals with these titles who responded to a national U.S. survey indicated that they have coaching responsibilities demanding a significant amount of time (Bean et al., 2013). The specific titles assigned to coaches may signify a difference in emphasis. For example, reading coaches may be responsible for engaging teachers in enhancing reading instruction only, whereas instructional coaches may have a more general or broad focus, such as engaging teachers in improving instruction in various subject areas or in improving teachers' classroom management techniques. Given the current emphasis on content area instruction in the United States, literacy coaches often support teachers in integrating literacy instruction into their teaching of science, social studies, mathematics, and language arts.

However, differences exist in how coaching is viewed and implemented in various programs or initiatives. Many researchers and educators who write about coaching describe different approaches or models of coaching (Costa & Garmston, 2002; Ippolito, 2010; Killion & Harrison, 2006; Knight, 2007; McKenna & Walpole, 2008; Toll, 2007; Walpole & McKenna, 2013). Models of coaching can be described as operating on a continuum, as shown in Figure 1.

FIGURE 1. CONTINUUM OF COACHING



McKenna and Walpole's (2008) explanation of the difference between soft and hard coaching provides a simple way of understanding the two models. They define *soft* coaching as invitational in nature, respecting teacher expertise, embracing multiple perspectives of teaching literacy, and generally non-confrontational. Costa and Garmston's "Cognitive Coaching" model (2002), which described coaching as supporting teachers in moving from where they are to where they want to be, is an example of soft coaching. Experts who advocate responsive, reflective, or soft coaching focus on coaching as an important tool for developing teachers' abilities to grow as learners. They see the teacher as taking the lead in setting goals for coaching and view coaching as a means of developing teachers' abilities to be reflective in their instructional decision-making.

Hard coaching is based on the research perspective that certain approaches to teaching reading are more effective than others and that the coach is responsible for assisting teachers in learning to implement these approaches. These types of coaches may challenge the work of teachers, be more directive, and confront teachers who are resistant to changing instructional practices. Often, hard coaching is considered synonymous with *fidelity to implementation* efforts or the degree to which teachers implement the program as designed. Coaches may, in fact, move between responsive and directive coaching, providing what Ippolito (2010) calls *balanced* coaching. Balanced coaching responds to teacher needs while promoting specific instructional approaches or practices. Coaches may be directive but also seek teacher input and provide opportunities for teachers to reflect on their work.

In a longitudinal study on teacher coaching and a large-scale reading reform effort in the United States, Coburn and Woulfin (2012) discussed the role of coaches in helping teachers implement instructional changes, especially changes to instruction that reflect a large-scale shift in policy. The researchers found that teachers were more likely to alter instructional practices when information supporting change came from coaches rather than from administrators or supervisors. Coaches supported teachers in learning how to make specific changes and also pressured teachers to change classroom practices by informing, nudging, and persuading. Similar to Ippolito's (2010) findings, these researchers found that coaches provided balanced coaching: they were directive in ensuring that changes in teacher practice moved in a specific direction while responding to requests from individual teachers about specific instructional needs.

In developing countries, teacher qualifications, their ways of learning, and the school context in which teachers work will influence the decision on which coaching model is most appropriate. Teachers in developing countries generally have much less preparation for becoming teachers than do those in the U.S. and other developed countries where a college or university degree or state certification is required to teach. The school experiences of teachers in developing countries are often based on traditional models that have influenced how they teach and learn as adults. Teachers in developing countries work in education systems and contexts (e.g., top-down models, insufficient and scarce resources) that affect coaching implementation. For example, Sailors et al. (2012) worked with primary grade teachers in Malawi in a quasi-experimental study that supported teachers in using various pedagogical strategies with complementary reading materials. Directive coaching was found to be a better option in this context because there was limited time for coach preparation, teachers were unfamiliar with the recommended literacy approaches or strategies, coaches were more accustomed to

functioning as supervisors, and the need for fidelity of instruction was high given the emphasis on evaluating program effects. However, the researchers discussed the importance of using a more responsive model, giving teachers opportunities to reflect and think as professionals, as a means of building school capacity and enhancing long-term sustainability.

Other coaching initiatives in developing countries, such as Kenya, Liberia, Malawi, Pakistan, and South Africa (Davidson & Hobbs, 2013; Hussain & Ali, 2010; Piper & Mugenda, 2013; Sailors, 2012; Salas, 2013), described the use of a directive or hard coaching approach. In these initiatives, coaches were generally responsible for observing individual teachers and providing feedback on whether approaches to reading taught in classrooms were being implemented correctly. As described in reports about these initiatives, many teachers and coaches were unfamiliar with the specific reading approaches being implemented and lacked essential knowledge about language, literacy development, and instruction. Many contextual factors influence the selection of a coaching model: lack of a comprehensive teacher preparation program for teaching primary reading instruction, limited resources, large classroom size, many students with diverse educational needs, long distances between schools, and the coaches' knowledge and experiences.

Also, evidence shows that in some coaching programs with limited resources coaches served as both technical assistance providers and supervisors or inspectors. In other words, coaches may be in positions that require them to coach and to monitor or supervise the activities of teachers (Piper & Mugenda, 2013; Sailors et al., 2012). In other programs, coaching is described as non-evaluative; for example, in the coaching manual for the Gauteng Province coaching program in South Africa, coaches are told that they “must not break individual confidentiality when sharing concerns and should talk in general terms” (Gauteng Primary Literacy and Mathematics Strategy [GPLMS], 2012, p. 19). Salas, Dikotla, and Otulaja (2013) suggest that coaches move beyond helping teachers implement the prescribed curriculum to a more collaborative, collegial approach in developing thoughtfully adaptive teachers. The distinction between the non-evaluative process of coaching and the supervisory or evaluative responsibilities of coaching is a critical one. A supervisory role may limit a coach's abilities to establish a trusting relationship with a teacher and provide a safe environment that encourages teacher motivation and interest in making real and lasting changes in classroom instruction.

Culture, knowledge, and experiences must be considered when implementing coaching initiatives. Understanding and respecting culturally different ways of learning and teaching are important. However, implementing educational practices that enable learners to compete successfully in a global knowledge economy may require that teachers be prepared to learn and teach in new and different ways (Mourshed, Chijioke, & Barber, 2010; World Bank, 2003). Such learning may include use of technologies such as cell phones, radio and the Internet.

COACHING MODELS – SUMMARY OF BEST PRACTICES

Much of the literature, especially in developed countries, supports a reflective model of coaching to help teachers become professionals who are capable of making decisions about student instruction. However, the literature also recognizes that the coaching model must be adjusted to address the knowledge and experiences of teachers, the context in which coaching occurs, and the goals of the initiative. The guidelines below provide important elements to consider when making decisions about selecting coaching models for schools in developing countries.

- A directive model of coaching that promotes fidelity to implementation may be most appropriate for inexperienced teachers and for teachers in developing countries who can benefit from in-depth, focused instruction and feedback from knowledgeable and experienced coaches. Using this model, teachers receive knowledge and skills by interacting with experts. Directive coaching can build teacher skills in reading instruction and reading level assessment, as well as assist teachers with implementing evidence-based practices in the classroom. Although a directive model places emphasis on teachers learning to use specific, evidence-based strategies and instructional approaches for teaching literacy, it does not negate the importance of coaches working with teachers to help teachers develop professional skills. Teachers can provide important information on how students' experiences or cultures affect instruction and can suggest what might be helpful to them in implementing specific practices. Moreover, teachers can be given opportunities to select coaching activities that they consider most helpful (e.g., modeling, co-teaching). It is a coach's responsibility, regardless of model, to acknowledge and respect the difficult task that teachers face.
- Coaching, as defined in the literature, is based on establishing and maintaining a positive relationship between coach and teacher. When coaches are in supervisory roles, or asked to report on teachers to supervisors or administrators, it is difficult to develop trusting teacher-coach relationships. The teacher-coach relationship may be compromised if the coach is expected to report on teacher performance. Strategies that may help coaches serving in both roles to work effectively with teachers include:
 - Support teachers' efforts by helping them assess students, co-teaching, and helping with instructional materials development (e.g., developing decodable or leveled texts)
 - Inform teachers about the dual roles of the coach and let teachers know when the coach must serve as a monitor or an inspector
 - Show respect for teachers by offering choices of coaching activities (i.e., modeling, observing, or co-teaching)
 - Highlight what teachers are doing well in addition to what needs to be improved
 - Report findings about instruction to head teachers or other administrators for teachers as a group (grade level or school) rather than as individuals and focus on what can be done to improve instruction at that grade level or school
 - Identify early the type of communication that will take place between coaches and principals or lead administrators, in terms of reporting on teacher progress or performance
- Create a comprehensive job description that identifies the duties and qualifications of coaches. The description can be beneficial to all involved – coaches, teachers, and administrators – in developing an understanding of the coach's role. It can also be used to measure coaching results, evaluate coaches' work, and modify or adapt coaches' roles and responsibilities. Issues or questions to be addressed in the description are: Which teachers do coaches work with (e.g., less experienced teachers, those identified as needing support by a supervisor, those who are more open to assistance)? How often? What activities do coaches use to support teachers? What criteria are used to evaluate coaches? Who evaluates coaches?

IMPLEMENTATION OF COACHING: WHAT COACHES DO

This section covers several points to consider when implementing coaching initiatives in schools. Results from studies in both developed and developing countries are described. The section concludes with a summary of findings about coaching in developing countries derived from the literature, interviews conducted for this report, and documents received from interviewees.

Coaches have many different roles and responsibilities.

They can serve on a full- or part-time basis, be assigned to one or more schools, and have workloads that range from less than 20 to more than 50 teachers. They may be selected from school staff or assigned externally to work in a specific school or several schools (e.g., educators from a regional office, the Ministry of Education). Coaches may be told explicitly which teachers they should work with and how often or they may be permitted to ask teachers to volunteer for coaching support (Bean et al., 2013). Coaches can work with individual teachers or be responsible for leading PD sessions or facilitating group meetings (e.g., grade-level meetings, study groups). They may also be assigned other reading-related tasks in the school or community. In some schools in developed countries, coaches serve as “change agents,” assisting other leadership staff in improving overall school performance (Neufield & Roper, 2003). Too often, these varied responsibilities limit the amount of time that coaches spend on coaching (Bean & Zigmond, 2007; Deussen, Coskie, Robinson, & Autio, 2007). Coaches in developing countries also have varied responsibilities. As described in the quote above, they can establish relationships between parents and schools and, in general, advocate for improving student literacy.

Coaching provides a means of getting the schools moving towards a culture of reading. Coaches advocate for literacy, they provide leadership support by working with the parents, PTAs, and communities, obtaining materials for teachers, [and] supporting efforts to promote literacy. – Marcia Davidson, Senior Education Advisor, Literacy, Cambridge Education

Time spent with teachers matters. According to L’Allier et al., (2010), the amount of time that coaches spent with teachers influenced changes in teacher practices and student performance. Yet, in a study of coaches working in schools funded by Reading First, a large-scale reading reform effort in the U.S., coaches spent an average of only 28 percent of their time working with teachers, with some coaches spending more time on conducting or interpreting assessments or management and administrative tasks (Deussen et al., 2007). Variability in how coaches spent their time may have influenced the mixed findings on the effects of coaching in Reading First initiatives. In a study by Garet et al. (2008), there were no significant differences between a group of teachers receiving PD only and a group receiving PD and coaching, leading the authors to hypothesize that some teachers may have received too little coaching. In their study, teachers, on average, received 61.5 hours of coaching, but hours of coaching received by individual teachers ranged from 1.2 hours to as many as 173 hours over a 1-year period.

Neuman and Cunningham, in their 2009 study of early childhood teachers in 291 sites across four U.S. cities, found significant improvement in the observed language and literacy practices of teachers who received coaching AND coursework in comparison with those who received coursework only or no PD. This improvement was attributable to coaching intensity: coaches involved teachers in more than 64 hours of one-on-one individualized coaching. Their coaching model was defined as “diagnostic-prescriptive” and was designed to provide corrective feedback. Coaching feedback was descriptive, not evaluative or judgmental. Neuman and Cunningham indicated that more research is needed to determine the intensity of coaching necessary to promote positive changes in teacher practices. They questioned the efficacy of what they call “drive-by” coaching. Findings of several recent studies in Kenya and Malawi support the importance of time spent with teachers; the greater the frequency of coaching visits, the greater the gains in student learning outcomes.

A combination of group and individual coaching appears to be the most effective approach for enhancing instructional practices. Grierson (2011) conducted a case study of three teachers involved in a 7-month project that incorporated semimonthly, small-group professional learning community (PLC) sessions with weekly individualized coaching. During the PLC meetings, all teachers received the same content information; however, weekly coaching sessions were differentiated to meet individual needs of teachers, based on goals they had developed for follow-up coaching. Grierson speculated that collaborative small-group meetings may not be enough to promote meaningful teacher change and that individualized support was essential for helping teachers internalize what they were learning in PLC sessions.

A 2012 report by the National Institute for Excellence in Teaching describes a system of using both collaborative teams and follow-up individualized coaching. Research findings that influenced the Institute's proposed school reform design are also discussed. In addition to the combination approach, what appears important to coaching success is the total time that coaches spend with teachers (Atteberry & Bryk, 2011; Bean et al., 2010; L'Allier & Elish-Piper, 2006). Scott, Cortina, and Carlisle (2012) in their study of coaching in the Reading First program in Michigan found that coaches structured their time, spending at least one-third of their time in direct contact with individual or groups of teachers. Every coach reported spending time with teachers during grade-level meetings. The researchers found that modeling, co-teaching, and leading grade-level meetings were central to coaches' work and hypothesized that these practices most likely contributed to teacher instructional change. Descriptions of coaching work in developing countries tend to emphasize coaches' work with individual teachers, as well as the value of structured group meetings with teachers (GPLMS, 2012; USAID, 2011; Pallangyo, Hoesein, & Khan, 2012).

Below are key findings on the effectiveness of individual and group coaching activities for promoting changes in teacher practices and student achievement.

Individual coaching. Elish-Piper and L'Allier (2007, 2011) identified the following coaching activities as significant predictors of student learning: conferencing with teachers, administering and discussing assessments, modeling for teachers, observing teacher practice, and co-planning with teachers. Scott et al. (2012) identified co-teaching and modeling as two important "high-leverage" practices – in other words, strategies are most likely to positively influence teacher practice.

Collett (2012) looked at scaffolding strategies coaches used while working individually with graduate students' tutors in a university clinic.¹ She found that initially coaches provided more scaffolding but as tutors became more proficient, scaffolding was reduced and the quantity and quality of support from coaches changed. Initially, coaches used modeling and made specific recommendations. As teachers/tutors learned more, coaches used probing questions to assist tutors with arriving at solutions independently; finally, coaches affirmed decisions made by teachers and offered praise. Although the study was done in a university setting, the notion that coaching of individual teachers might change over time is an important takeaway. Collett discussed the changing stance of coaches from consultative to increasingly collaborative (e.g., from expert to problem solving), and described the process as the gradual increase of responsibility (for teachers) model. In their evaluation of Reading First, Zigmond et al. (2011) also found that coaching changed over time, as coaches became more familiar with the teachers with whom they worked. Such findings indicate that coaching is not a static behavior but rather a *dynamic* one that ebbs and flows over time, as teachers and coaches work together as colleagues and

1. Scaffolding strategies involve offering assistance with tasks that are just beyond the learner's capabilities. The scaffolding is gradually removed as the learner begins to master the task and ultimately can complete the task independently. In a teacher coaching context, scaffolding strategies may include making recommendations, asking probing questions, and affirming appropriate decisions.

learn more about the program they are implementing, their students, and one another. This finding is relevant to the work in developing countries, where coaches may need to begin in a very directive, consultant manner but over time, be able to work in a more collaborative, problem-solving way with teachers.

Group coaching. Although coaching is often thought of as a phenomenon that occurs between an individual teacher and a coach, many coaches also have responsibilities for working with groups of teachers. In some initiatives in developing countries, coaches lead meetings of teacher groups to transmit knowledge to multiple teachers at once, and then provide differentiated guidance in follow-up work with individual teachers. In meetings with coaches, teachers often share information on experiences with specific reading activities and discuss problems and possible solutions. Group meetings enable coaches to be more efficient in disseminating information, and such a format is more cost-effective than meeting with teachers individually, especially for sharing foundational knowledge at the start of an initiative. In addition, group meetings provide a venue for teachers to discuss new information with one another, which can lead to deeper learning that cannot occur in individual coaching sessions. Current research on the importance of organizational culture, and the recognition that social interaction or social capital is key for teacher learning, provides support for group coaching as teacher PD (Bean & Lillenstein, 2012; Leithwood & Jantzi, 2008; Printy, 2008; Vescio, Ross, & Adams, 2008).

Leana and Pil (2006) showcased the importance of school organization and culture in the U.S. They found that student literacy is improved in schools where teachers share a vision and a collective sense of responsibility for all students, believe that students can learn, hold high expectations for students, and are committed to school improvement. By working with teachers as a group, coaches can facilitate this sense of community and commitment and encourage teacher leadership, which is essential for promoting overall school improvement. Such meetings often improve teachers' views of coaching and lead to specific ideas about how coaches can work with individual teachers in the school. Moreover, according to Scott et al. (2012), teachers valued group time spent with the literacy coach. These authors speculated that teachers might view group meetings as less threatening, compared to having the coach in their classrooms; or that teachers valued opportunities to receive general guidance, but were less positive about coaches potentially micromanaging how assessments were used in classrooms. Given the cultural context in developing countries, more evidence is needed about how group coaching can be implemented most effectively. Comprehensive evaluation of the implementation and impact of current group coaching initiatives in developing countries is strongly encouraged.

Coaching initiatives differ, based on many factors: the mandates of the program, the requirements or dictates of the coaching position in specific schools, coaches' predispositions about coaching, and the context in which coaches work. Bean et al. (2010) investigated the work of 20 Reading First coaches to determine how coaches spent their time and their rationales for the distribution of time. Coaches were asked to keep retrospective logs for 5 days over a 2- to 3-week period. At the end of each day, a researcher interviewed participating coaches and asked them to describe their responsibilities on that day, whom they worked with, and the reasons for selecting specific coaching activities. The researchers found that both group and individual coaching practices were integral to coaches' work. Coaches described leading grade-level meetings where assessment results and their usefulness for making instructional decisions were discussed.

The rationales provided by coaches for their daily work varied, depending on context. For example, one coach worked in the classroom of a single teacher for an extensive period, co-teaching, observing, modeling, and providing feedback because of the teacher's inexperience with teaching reading at the primary level. In another situation, a coach had been assigned many administrative responsibilities that limited available coaching time. This coach relied on daily walk-throughs to maintain contact with all

teachers, providing them with feedback or information and making decisions about what she could do to support teachers with the time she had available. The researchers found that coaches were responsive to the teachers' requests, such as: "I need help with implementing read-alouds. Can you model them for me?" Coaches also responded to assessment data results: "I need to work with [this] teacher because the results of the tests indicate that his students are having difficulty with phonemic awareness". This responsiveness was influenced by the dictates of the coaching position, that is, what administrators had determined coaches were responsible for in the school. If administrators required coaches to teach students or to administer an assessment to large numbers of students, then time available for coaching teachers was limited. Several coaches mentioned that union contracts limited how they could work with teachers. For example, some coaches could only observe teachers who were willing to be observed. In summary, findings indicated that coaching roles depended on the contextual situations (e.g., what school administrators required of coaches, union contracts); the various skills, needs, and requests of teachers; and the time available to coaches (e.g., their workload, other responsibilities).

Requirements or guidelines that structure the work of coaches can be found in initiatives in developing countries. For example, in the Malawi Coaching Manual (2011) for the USAID-funded Malawi Teacher Professional Development Support Program, the coach is defined as an "advisor," and the coach's primary jobs are observing, modeling, and giving feedback to teachers. Generally, the manual focuses on the coach's role with individual teachers and provides information about how to model and co-teach. The manual describes protocols, specific guidance on meeting with the head teacher, and the use of clear language.

A manual developed with input from coaches working with the Molteno Institute for Language and Literacy in South Africa provides a comprehensive set of guidance and resources, including protocols, scripts, and tools. The manual is a *living* document that changes as new knowledge and policies are introduced. According to the manual, coaches have four specific responsibilities or roles:

- Make classroom support visits to observe teachers and provide feedback
- Provide school-based workshops, which can be held at the school after classroom visits, to focus on identified needs
- Schedule formal professional learning groups (PLG) once a term; these sessions focus on providing specific content knowledge to teachers
- Hold *just-in-time* teaching sessions on substantive information to be taught

Thus, coaches are responsible for working with individual and groups of teachers. The Molteno Institute's manual describes GROW, a framework or model for coaching: setting **G**oals, dealing with **R**eality, seeking **O**ptions, establishing **W**ill of teachers to change. The multiple approaches used in this coaching initiative include co-teaching, observing, and modeling to address teacher needs.

Technology may have potential to deliver and enhance coaching. Over the past 10 years, the use of technology to deliver coaching and develop more cost-effective and effective programs has been studied, in developed and developing countries. Results of such efforts are mixed. Gentry, Denton, and Kurz (2008) identified three major types of technology for coaching: technology-based coaching (e.g., use of video, CDs) coupled with mentoring, email, and online discussions and communication (e.g., Skype). Positive aspects of using technology for coaching include less cost, a minimized need for physical proximity between teacher and coach, and improved use of teachers' limited time because teachers can participate in virtual activities when convenient for them. However, there are few studies of student outcomes, and several problems (e.g., lack of Internet access, inconsistent outcomes, technology that is not user friendly) have been identified. Examples of technologies that are used with coaching are presented below.

Pianta, Mashburn, Downer, Hamre, and Justice (2008) compared the effects of two conditions for improving the interactions and instruction of prekindergarten teachers. Teachers were randomly assigned to one of two PD approaches: a Web-based resource system with videos on teacher interactions and instruction or a Web-based resource system *combined* with online consultation in which teachers were provided with feedback from coaches about their instruction. The researchers found that teachers who had access to the Web-based resource system *combined* with online consultation showed greater improvement in the quality of their interactions with students in the classroom than teachers who accessed the Web-based system only.

Later studies investigated the effects of PD for preschool teachers that included a case-based hypermedia resource (HR) coupled with literacy coaching (Powell, Diamond, Burchinal, & Koehler, 2010; Powell, Diamond, & Koehler, 2010; Powell, Steed, & Diamond, 2010).² In the Powell, Diamond, and Koehler (2010) study, HR was used with two different coaching conditions. In one approach, teachers were able to access HR and then received virtual feedback on videotapes of their literacy instruction. In the other approach, coaches observed teachers in classrooms and provided individual feedback to each teacher. There were positive effects of the interventions on several classroom practices related to literacy instruction. In addition, there were no differential effects between the onsite versus remote delivery of coaching. These studies were conducted with teachers at the early childhood level who traditionally have less experience and teacher education, especially with teaching literacy. Thus, the success in this study of using technology in combination with consultation to improve teacher practices may have implications for work in developing countries where teachers may be underprepared to teach literacy to young children.

Although technology use in coaching is limited in developing countries due to lack of access, systematic efforts to use such resources are underway. For example, as part of the Primary Math and Reading Initiative (PRIMR) in Kenya, selected zones in Kisumu County participated in a randomized controlled trial of three ICT-based literacy interventions. These interventions included tablets for coaching teachers through the Teachers' Advisory Centre (TAC); tablets for teachers to use in the classroom; and e-readers that students used to practice reading. Improvements were noticeable in reading outcomes after six months for all three treatment groups, but the most cost-effective approach was to provide tablets to coaches (USAID, 2013).

The IFADEM initiative started in 2012 in Madagascar (Orange, n.d.) has a teacher training component for the overall goal of providing a quality basic education for all. To improve skills of teachers in primary grades and to support the development of lifelong learning strategies, distance education is being used. Mobile phones have been provided to 500 teachers to support teacher training. Teachers have access to a toll-free number through which they can ask questions by SMS or by leaving voice mails. Teachers can then receive responses from instructional advisors. Agence universitaire de la Francophonie (Francophone University Association) leads this initiative in partnership with Orange Labs, Orange Madagascar, Agence Française de Développement (French Development Agency), and Institut National de Recherche Pédagogique.

Another example of technology in a coaching initiative is the Global Literacy Professional Development Network (GLPDN), implemented in Bangladesh and Indonesia and funded by the International Reading Association, Nokia, and Pearson. In Bangladesh, each school is given a mobile phone to receive self-study tasks and download supporting self-study videos. Teachers interact with mentors via email and phone. The hybrid model implemented in Indonesia uses phones and in-person meetings to support teachers.

2. Hypermedia is an extension of hypertext; graphics, audio, video, plain text and hyperlinks combined create a non-linear medium of information (e.g., PowerPoint presentations with links, images, or other multimedia, interactive smart boards).

Project coaches and other personnel in both countries communicate using a social networking tool (Ning). Follow-up assignments often require teachers to plan together, observe one another, or discuss the videos they made of their own teaching (A. Pallangyo, personal communication, 17 October 2013). Technology is viewed as an essential aspect of the coaching (mentoring) program, but the combination of technology with face-to-face interactions between coaches and teachers is advantageous. Although initial evaluations of these initiatives indicates positive perceptions of both coaches and teachers and positive changes in classroom practices, more rigorous evaluation is needed to gain a better understanding of the effects on student learning outcomes.

As technology becomes more accessible in developing countries, efforts to implement coaching programs that include some technology use will continue. At this time, such programs are in their infancy. Specific and comprehensive documentation of the implementation of the initiatives is limited, and there is a need for data on the impact of such work.

IMPLEMENTING COACHING IN DEVELOPING COUNTRIES

This section presents a summary of findings obtained from interviews conducted for this report (see Acknowledgments) and from published and unpublished documents about coaching initiatives in developing countries (Akhlaq, 2008; Davidson & Hobbs, 2013; GPLMS, 2012; Hussain & Ali, 2010; Korda, 2012; Malawi Coaching Manual, 2011; Pallangyo et al., 2012; Piper & Mugenda, 2013; Salas, 2013). An analysis of the information across these data sources serves as the basis for this summary.

- The literacy content of the programs examined tended to be structured and routine; content was predetermined and explicit. Coaching focused on improving technical skills of teachers. In many instances, developers also emphasized the importance of coaches serving in a collegial or advisory role that was nonjudgmental and non-evaluative.
- The literacy programs being implemented required a type of teaching different from that generally found in classrooms in developing countries (i.e., from traditional, teacher-directed lessons to more student interaction and activity). Teachers were asked to make major modifications to how they teach. Coaches were a source of support for helping teachers make these changes; in addition to observing, they modeled and often co-taught to *show* teachers that such changes can be made, even with large class sizes and minimal resources.
- Both group and individual coaching approaches were used in these programs. Individual coaching included teacher observations and feedback from coaches to teachers. Most initiatives had explicit protocols for coaches to use for providing feedback to teachers after observations (see example in Appendix D).
- A major challenge of implementing coaching in developing countries is accounting for the differences in learning and teaching traditions in schools, which necessitates a major shift for many teachers in how they teach literacy. Other challenges include the organizational structure of schools, underprepared teachers, absenteeism of teachers and students, large coaching loads, and the need for coaches to travel great distances to schools. Developed and developing countries also face a few similar challenges: union issues hindering coaches' abilities to work with teachers, lack of leadership support for coaching at the school level, teacher resistance or reluctance for coaching, time for teachers to meet with coaches, and large workloads for coaches and teachers.
- Many coaches were unfamiliar with the literacy intervention; a major part of coach preparation time focused on helping them gain knowledge of the content being introduced to schools. Preparation of coaches had to include information about the content being taught *and* the process of coaching.
- Teachers involved in coaching initiatives were generally positive about the coaching received and valued the support.

- Coaches were selected from multiple sources. Some were retired teachers from teacher preparation institutions; others were or had been employees of the Ministry of Education; and some were experienced teachers who had the dispositions and credibility to serve as coaches. Developers of coaching programs indicated that there were difficulties in recruiting qualified coaches to work in the various programs.
- Coaches were enthusiastic about their work, the opportunity to learn more about language and literacy instruction, and ultimately have an impact on student learning. Coaches also said that they learned a great deal from their preparation experiences.
- Efforts have been made to use technology in several projects in developing countries to enhance both student and teacher learning. However, difficulties teachers face in learning how to use technology, having it function properly, and cost are challenges that developers need to address. Technology is the source of potentially powerful tools for delivering coaching to teachers in developing countries. Although evidence on the effectiveness of technology for coaching delivery was limited, continued study of its use should provide educators with important information about how to make it an integral part of teacher learning.
- Although projects often included evaluation efforts, many evaluations were limited in scope, focusing more on teacher or coach perceptions or satisfaction with coaching than on the impact of coaching on teacher practices in the classroom or student learning. Few projects included detailed descriptions of the implementation of coaching in schools.

IMPLEMENTATION OF COACHING – SUMMARY OF BEST PRACTICES

- I. What is important to coaching success, defined as improvement in teaching practices and student learning, is the amount of time coaches spend with teachers. Coaches can effect change using various group and individual activities. However, coaching has to be intense and of sufficient duration to make a positive difference. Specific guidelines follow:
 - Some teachers will need more coaching than others; the amount of coaching should be based on teachers' educational experiences and knowledge.
 - Coaching approaches should be differentiated based on goals of the initiative and content of the literacy program, results of student assessment measures, and teacher needs.
 - Modeling, co-teaching, and observing provide a staged approach that coaches can use to assist teachers in implementing specific strategies and making decisions about instruction.
 - Working with groups of teachers can be an efficient and cost-effective way of promoting instructional change. In addition, group coaching can lead to overall school improvement, resulting in increased student learning. Schools in developed countries are implementing PLCs that provide opportunities for faculty collaboration to develop teachers as learners and a culture of shared values and norms. Other informal processes for group work (e.g., study groups, book clubs, lesson studies, classroom walk-throughs) are also being used. Bean and Swan Dagen (2012) provide descriptions of each of these processes and additional resources and references.
 - Structured group work may be more effective in developing countries where teachers may not be accustomed or permitted to assume leadership positions or do not have adequate knowledge of literacy acquisition and pedagogy. Ideas for structured group work include:
 - Teachers working in groups with a coach to discuss the results of student assessments and how these results can inform instruction
 - Coaches presenting information to groups about a strategy to be used in the classroom

and giving teachers opportunities to practice this strategy (e.g., presenting vocabulary words to students)

- Developing materials for instruction (e.g., decodable or leveled texts)
 - Group work is not enough to help teachers make necessary changes in their classroom instruction. Teachers benefit from coaches' feedback on their teaching and how it can be improved. Although individual feedback tends to be offered in face-to-face meetings, virtual communication seems to have potential.
 - ICT for transmitting content information, via HR cases and video, appears to have merit as a coaching tool and should be considered where feasible, that is, where such technology is accessible. Other technology tools, including two-way radio and SMS using mobile phones, should also be considered as potential tools for coaching. Follow-up with teachers, including consultation and feedback, is essential. There is mixed evidence on whether electronic communication is as effective as face-to-face communication.
2. Regardless of whether the model implemented is directive, responsive, or balanced, coaching can include opportunities for teachers to reflect and to become problem-solvers. Coaching efforts should, to the extent possible, assist teachers in their professional growth. Opportunities include the following:
- In conversations with teachers, coaches can promote teacher reflection to encourage professional learning. Within one coaching conversation, for example, coaches may provide direct feedback, but also use inquiry-based questions to elicit teacher reflections. Although teachers may have difficulty reflecting about a specific literacy practice or strategy, they may be able to provide important insights into their students' experiential background or needs, providing reasons for why students may be having difficulty with a specific concept or strategy or suggesting ideas about how a specific strategy can be adapted to work better for their students.
 - Coaches can build reflective thinking by giving teachers choices about which coaching activities might be useful. Some teachers may want coaches to model for them whereas others might benefit from co-teaching. By providing options, coaches show respect for teachers as adult learners and as professional colleagues. This helps develop trust, an essential part of effective coaching. Ultimately, program developers and coaches are responsible for making decisions about which coaching activities will best accomplish specific goals.
 - Coaches can differentiate their approaches with teachers by holding problem-solving or feedback conversations to identify individual needs. Robbins (1992) described three stances that can be used to communicate with teachers during feedback sessions: **expert**, the coach assumes primary responsibility for informing; **collaborator**, the coach and teacher solve problems together; and **mirror**, the teacher assumes the lead in analyzing the lesson and the coach assists the teacher in that analysis.

Examples of Coaching Activities with Teachers³

Group Activities

- Developing, locating, or sharing resources with teachers
- Meeting with grade-level or subject area teams to discuss and analyze assessment, instruction, curriculum, student work, teacher assignments, and so forth
- Leading committee work (e.g., developing curriculum, preparing materials)
- Leading or participating in study groups or book clubs to discuss specific materials read by the group
- Leading or participating in more traditional types of PD workshops
- Leading formal lesson study with groups of teachers
- Assisting teachers with online PD
- Coaching on the fly (COTF) – impromptu meetings with groups of teachers to discuss students, scheduling, or other issues related to literacy instruction and assessment
- Working with teachers to develop partnership programs with parents and the community

Individual Activities

- Helping teachers assess students' literacy learning
- Co-planning lessons
- Having problem-solving conversations about specific students, instructional issues, assessment results, and so forth
- Modeling
- Co-teaching
- Observing and providing feedback
- Combination – coaches may combine modeling, co-teaching, and observing while working with teachers in the classroom (coach is generally in the classroom for a certain amount of time)
- COTF – impromptu meeting with a teacher to discuss an important topic (e.g., a specific student, test scores)

3. Adapted from Bean, 2009.

CONDITIONS FOR EFFECTIVE COACHING

Multiple factors affect the success of coaching in a school or district. These factors can be divided into three broad areas: context, content, and the preparation, skills, knowledge, and dispositions of coaches (Bean, 2009).

CONTEXT FOR COACHING

In the United States and other countries, educational, political, economic, and social structures affect how coaching is implemented and its effectiveness (Camburn, Kimball, & Lowenhaupt, 2008; Lewis-Spector, Richardson, & Janusheva, 2001). Consideration must be given to how these complex contextual factors – at the regional, district, and school levels – can be addressed. For example, if a district or region is primarily focused on a non-coaching initiative or has multiple initiatives leading to ambiguity and confusion about priorities for schools, there may be a trickle-down effect that reduces coaching effectiveness (Camburn et al., 2008). Lewis-Spector et al. (2001), in their commentary about the difficulties in implementing a literacy initiative in Macedonia, discussed the need for involving many different agencies in initial implementation efforts (i.e., the Ministry of Education, teacher preparation institutions, community leaders, and businesses). They described the importance of early involvement of the Ministry of Education to promote sustainability, given that school changes affect expectations about how teachers teach and how they are evaluated. The researchers recommended that Ministry of Education personnel be included in any initial workshops to inform leaders and enhance partnerships in facilitating school change efforts.

Another important contextual factor is the lead administrator or principal's understanding of and support for the initiative and its implementation (Bean, 2011; Fixsen, Naoom, Blasé, Friedman, & Wallace, 2006; Joyce & Showers, 2002; Wanless, Patton, Rimm-Kaufman, & Deutsch, 2013). A study of the principal's role found that the frequency with which teachers talked with coaches and even the frequency of coach observations in the classrooms were linked with the quality of principal leadership (Matsumara, Sartoris, DiPrima Bickel, & Garnier, 2009). Interviews with leaders of coaching initiatives in developing countries also indicated the importance of support from administrators and suggested that any programmatic initiative should include preparation for school leaders to help them gain a better understanding of the reading initiative and coaching.

Likewise, teacher support for and understanding of the initiative is important. In some contexts, teachers are not comfortable with coaching, feeling as though coaches are monitors or evaluators. However, as reported by researchers, when coaching focuses on supporting teacher efforts in improving student learning, teachers tend to value and support the presence of coaches (Matsumura et al., 2012; Salas, 2013; Vanderburg & Stephens, 2010). Fixsen and colleagues (2006) discussed the importance of teacher "readiness" for an initiative and described factors such as knowledge of the content to be implemented, motivation to implement, and structures that need to be in place to enhance implementation. Overall, when coaching is implemented effectively, there appears to be strong teacher support for the presence of coaches.

Another factor is the climate or culture that exists in the school, or "internal social capital," defined as the interactions and relationships among teachers and administrators in a school that promotes a common and shared vision for students (Leana & Pil, 2006). For example, differences in the frequency of coaching activities were found in one study (Atteberry, Bryk, Walker, & Biancarosa, 2008). Coaches tended to work more with teachers who were proactively engaged with their colleagues and who had a strong commitment to the school and to students. Coaching initiatives in developing countries generally include some focus on group coaching to transmit knowledge and promote group work as a means of teacher learning.

Sun, Penuel, Frank, Gallagher, and Youngs (2013) concluded in their study that effective PD had both direct and spillover effects. Not only did teachers who participated in effective PD improve, but, via collegial interactions, they had an impact on fellow teachers. Teachers who attended effective PD sessions were seen as having key knowledge about writing instruction and served as informal coaches for their colleagues. The authors highlighted the importance of school administrators in identifying teachers to serve as coaches based on their subject matter expertise and ability to share. They suggested that schools design PD that promotes positive changes both in participants' instruction and in their ability to help others, that is, develop "go-to" teachers who are willing to share their expertise. These participants are seen as potential teacher leaders (i.e., coaches or mentors). Too often, it is difficult to recruit or locate individuals to serve as coaches in developing countries; developing such "go-to" teacher leaders in schools may help address this problem. Over time, coaches might be encouraged to identify potential teacher leaders in the schools they serve.

As summarized in Mourshed, Chijioke, and Barber (2010), both low- and high-performing education systems can make learning gains, but the structure, resources, and processes essential for producing such gains, including developing the instructional skills and capabilities of teachers; need to be provided. One of their major conclusions is that context does not determine *what* needs to be done, but determines *how* something is done. What this means for coaching is that although coaching can be implemented in schools, careful consideration must be given to resources available to support the initiative as well as the cultural context and its influences on how the program is structured.

CONDITIONS FOR EFFECTIVE COACHING: CONTEXT – SUMMARY OF BEST PRACTICES

- Coaching can be more effective when there is both top-down and bottom-up support. Support should come from the Ministries of Education, district or regional levels, and teachers who recognize that coaching can help them grow professionally, enhance instructional practices, and increase students' learning.
- Each stakeholder is responsible for developing a cohesive coaching program. Regional and school leaders must provide the structural support needed by coaches. Specifically, coaches need time to meet with teachers, encourage teachers to work with coaches, and provide incentives for teacher-coach collaboration. Coaches must exhibit the skills, knowledge, and dispositions that display credibility and enable the development of a trusting relationship with teachers. Even if the coaching model is based on working primarily with individual teachers, there must be some effort at building a school culture that recognizes the importance of learning as a social activity and provides opportunities for school staff to work together to share information, build a collective vision for students, and develop a community of trust.
- Those responsible for directing coaching programs can assist school leaders in developing conditions conducive to coaching by explaining that coaching is a non-evaluative, nonjudgmental process and suggesting ways that leaders can help teachers understand the value of coaching. Administrators can be invited to attend workshops so that they understand the literacy program and the coaching that accompanies it. The goal is to ensure that coaches have a positive presence in the school, one that can lead to improvements in instruction and increases in student literacy.
- Coaches can play a major role in developing a school culture that promotes teachers as leaders who can support the work of their peers.

CONTENT OF COACHING

Content also affects the impact that coaching has on teacher practices and student learning. The quality of the program chosen matters for implementation, teaching practices, and student outcomes. Research indicates that when instructional goals and content are established in advance – or as Walpole and McKenna (2013) describe it, “front-loaded” – coaching is more likely to have an impact on teacher practices and student learning. Content can be routine or scripted, that is, designed so that teachers can easily implement the strategy being suggested. However, teachers can also learn how to implement a more complex literacy strategy if it is well defined and they are given opportunities to see it in action, implement it themselves, and obtain feedback about their performance from a knowledgeable observer. For example, Matsumara et al. (2012) found that teachers learned to implement a complex set of strategies designed to improve reading comprehension and enhance classroom discussions of the texts students were reading.

Research on coaching indicates that purely content-focused coaching may not be enough; teachers may need assistance with classroom management and differentiated instruction, especially if they are working with large classes with low-performing students, as may be the case in schools in developing countries.⁴ Other topics that coaches may need to address include student motivation and engagement, classroom and school environment, and instructional strategies (Bean, 2009; Walpole & McKenna, 2013).

Targeting coaching support to teachers based on assessment results is particularly important (Bean & Lillenstein, 2012; Elish-Piper & L’Allier, 2007; Grierson, 2011; Walpole, Justice, & Invernizzi, 2004). When coaches use assessment results as the center of their work with teachers, the attention is focused on students, rather than on teachers, and the assessment becomes an important basis for making decisions about what needs to be done in the classrooms to enhance student learning. Assessment results that include multiple measures, such as standardized test scores, samples of student work, and numbers of books read, provide the evidence and talking points that enable teachers to gain insights into students’ efforts and to make decisions about instructional practice. Coaches can often promote the use of assessment data by assisting teachers in measuring students’ achievements.

CONDITIONS FOR EFFECTIVE COACHING: CONTENT – SUMMARY OF BEST PRACTICES

- Assessment results provide an important basis for effective coaching. Teachers and coaches can assess students, discuss the results, and use those results to make decisions about changes needed in individual classrooms and to support collegial discussions in grade-level teams or in a school. Assessment results should come from multiple measures that reflect not only standardized test scores but also examples of student work.
- To implement content appropriately, teachers may need classroom management support and ideas about how to group students so that students are actively engaged and excited about learning to read.
- Sharing defined and specific content information with teachers increases the likelihood that teachers will be able to successfully implement the initiative. Coaches can introduce teachers to content by providing strategies that are explicit and easy to implement, leading to successful implementation and motivation to change current practice. Coaches can use teacher reflections to make decisions about what coaching activities and knowledge teachers need to better

4. Differentiated instruction refers to teaching strategies that provide individual students with different avenues and mediums of learning to promote effective learning of all students in a classroom, regardless of differences in ability.

implement the intervention (e.g., additional knowledge, modeling, co-teaching). Such reflection opportunities also empower teachers by recognizing and valuing what they bring to the conversation.

- Protocols that provide guidance for observing and talking with teachers are important for focusing the work of coaches and teachers.

PREPARING COACHES: SKILLS, KNOWLEDGE, AND DISPOSITIONS

Research in the United States is mixed on whether a specific certification (e.g., reading specialist, literacy coach) is associated with coach effectiveness as measured by teacher satisfaction, changes in teacher practices, or student outcomes (Bean et al., 2010; L’Allier & Elish-Piper, 2006; Scott et al., 2012). However, evidence exists that coaching programs are more successful when coaches have content and pedagogical knowledge of both literacy assessment and instruction and the specific program being implemented (L’Allier & Elish-Piper, 2006; Scott et al., 2012). The International Reading Association (2004, 2010) recommends that coaches have the following qualifications: teaching experience at the level at which they are to coach; knowledge of literacy development, instruction, and assessment; and understanding of adult learning theory.⁵ It is also important for coaches to work in a non-evaluative, positive way with teachers. Coaches must be able to communicate effectively, using language that is descriptive rather than judgmental or evaluative. Effective preparation programs for coaches include experiences that assist with developing these interpersonal, communication, and leadership skills. Frost and Bean (2006) provide competencies that describe their view of the “Gold Standard” for literacy coaches.

However, preparing coaches for their positions is not enough. In a recent national study of reading specialists and literacy coaches (Bean et al., 2013), respondents mentioned most frequently the need for more opportunities to continue learning. Study participants recommended the following sources of support: workshops on coaching and on topics that build content and pedagogical knowledge, opportunities to network with other coaches and to shadow peers, and working with a mentor or lead coach who can serve as a source of support or provide feedback on performance. The notion of a network of coaches or a mentor who guides and supports the work of coaches is especially important in developing countries, where coaches may have little knowledge of literacy instruction or be unfamiliar with the process of coaching.

Coaches must have a deep understanding of the content they are responsible for coaching teachers on, in this instance, reading in primary grades. Experiences that help coaches learn how to coach are also important. Such experiences might include the use of vignettes or scenarios of possible coaching situations (e.g., working with an experienced teacher who believes she *knows* how to implement the content even though the observation does not reflect this knowledge). Other examples include role-plays, observation and discussion of video clips, and interactive experiences with other coaches. Initial preparation is not enough, however. Just as teachers need ongoing support, coaches too improve with ongoing support and feedback from mentor coaches or from working with a network of peers (Bean et al., 2013). Coaches change in how they function as they gain experience with coaching and develop positive relationships with teachers (Bean & Zigmond, 2007). Atteberry and Bryk (2011) indicate that coaches move from survival mode to gaining craft knowledge (i.e., “I know how to model for teachers”) to being able to differentiate or adjust their coaching style based on teachers’ needs.

5. For further reading, refer to Lucas, 2008; Rothwell, 2008; and Biech, 2010.

Those interviewed for this report cited the importance of selecting coaches who best qualify for the position; coaches must be literate themselves (M. Davidson, personal communication, 16 October 2013). Moreover, interviewees identified the importance of literacy content knowledge and the need for excellent communication skills. The following qualifications were highlighted as important: quality of interpersonal appeal (i.e., approachability), understanding of the coaching role and a belief in the value of coaching, willingness to meet challenges and address frustration, and a deep interest in reading development and instruction (M. Davidson, personal communication, 16 October 2013).

CONDITIONS FOR EFFECTIVE COACHING: PREPARING COACHES – SUMMARY OF BEST PRACTICES

Preparing coaches in developing countries require carefully constructed programs that include formal workshops in which basic information about literacy and coaching is presented. These workshops should include many opportunities for experiential learning; that is, practicing the teaching of literacy, using the recommended strategies, viewing and discussing videos (if feasible) of various coaching scenarios, and rehearsing ways in which to present feedback to teachers. Formal workshops need to be followed by ongoing support as coaches begin their work – working with a supervisor or mentor coach or participating in a network of coaches where problems or issues can be discussed. A mentor might serve as *mediator* to address school issues. Successful coaches generally have the following qualifications and characteristics:

- Knowledge and understanding of the program they are supporting, literacy and language development, instruction, and assessment in general
- Experience teaching at the level they are expected to coach
- Knowledge of the coaching process (e.g., how to observe, model, confer with teachers)
- Well-developed interpersonal, leadership, and communication skills
- Ability to develop a trusting relationship with teachers
- Passion for teaching and learning

Recruiting qualified individuals is an important aspect of any coaching initiative. Such individuals can be recruited from teacher education institutions, Ministries of Education, or schools (i.e., teachers and administrators). Most critical is selecting individuals who are literate and have the essential interpersonal skills, a passion for teaching and learning, and a desire for lifelong learning. These individuals can then be provided with the preparation experiences that build the necessary knowledge and understanding of literacy and coaching.

The box below presents the elements that a coach in the Molteno project in South Africa has identified as important qualifications for coaches.

You must...

- *Have a good, sound knowledge of the subject that you will be coaching on.*
- *Have a good approach of talking to people you are working with (your teachers).*
- *Be a good listener and be strict at the same time.*
- *Be approachable and regard yourself as a helping hand to your teachers at all times.*
- *Be a hard-working person who is always willing to go an extra mile, when you have to demonstrate lessons to [teachers] and show them how they must do things, it should start with you as a coach!*
- *Keep studying and never be afraid to say you don't know if you don't. Tell [teachers] that you will go and do some research to find out about...be transparent.*
- *Be willing to learn from [teachers].*

– Busisiwe Ngongoma, GPLMS Project Coach

MAKING DECISIONS ABOUT A COACHING INITIATIVE

This section presents a model for initiating, developing, implementing, and evaluating a coaching initiative. The model, shown as a decision tree, should be useful to various stakeholders, including funders, program developers, evaluators, and researchers. However, there are other considerations that play a part in the effectiveness of any coaching program, including the intervention or program content. Although the intervention or program content is not addressed in the decision tree, the interaction between the content and the coaching program intervention is critical. In any initiative, an effective program **and** effective implementation, including delivery, PD, and resources are desired (Fixsen et al., 2006).

DECISION TREE FOR INITIATING, DEVELOPING, IMPLEMENTING, AND EVALUATING A COACHING PROGRAM IN DEVELOPING COUNTRIES

The decision tree provides a visual representation of the essential processes in initiating, developing, implementing, and evaluating a coaching program (Figure 2). It is designed to assist program developers in answering important questions and making decisions within the specific context of the initiative. More detailed information and examples about coaching can be found in the boxes labeled Best Practices above.

When initiating a coaching program, the first step is to establish the goals and rationale for selecting coaching as a primary implementation approach: What content area or grade levels are to be addressed and why? What are the expected outcomes for teachers and students, both short and long term? Considering how to measure implementation and impact is important at this stage. After goals and expectations have been agreed on, decisions about the coaching models can be made.

Five guiding principles undergird any successful coaching program:

1. Student learning is the focus of coaching.
2. Successful coaching programs require close collaboration with school leaders.
3. Coaching must be differentiated; it requires both support and pressure.
4. Successful coaching builds teacher and school capacity by developing teachers as lifelong learners who can reflect and make instructional decisions.
5. Coaching in schools changes or evolves over time.

In developing the coaching program, careful consideration should be given to the coaching model to be implemented in schools. Developers should consider the level of support available in the school:

- What are the experiences and education levels of teachers and coaches? (How much knowledge and understanding of literacy instruction and assessment do they have? What experiences have they had with coaching? What are their teaching and learning experiences? How similar are these experiences to what is being asked of them?)
- Do school staff work well together and share a common vision for their students? Do school leaders support the coaching initiative?
- Are structures in place in schools to support coaching (e.g., time for teachers and coaches to meet)?
- What is the workload for coaches, in terms of number of teachers served?
- How difficult is the educational task faced by teachers and what is the context (e.g., class size, preparation of students for schooling, communication with and support of parents)?

If a school lacks adequate support for coaching (e.g., inexperienced staff, weak leadership, minimal resources and structures for coaching), then coaching must be **directive**, that is, coaches will need to focus on developing technical skills of teachers. Specific routines for teaching literacy that teachers can use successfully are important for developing teacher skill and motivation to change current instructional practices. Initial group workshops provide a cost-effective way of building essential knowledge which can be followed by group work at the school to apply what was learned and to develop the school as a place of learning for adults as well as students. Individual coaching, followed by feedback to teachers, provides a mechanism for both supporting and monitoring teachers' efforts. During individual coaching, teachers should be scaffolded; coaches should model, co-teach, and observe depending on the teacher's needs. Protocols developed to reflect essential content (e.g., which activities in this lesson promote connections to student experiences?) enhance effective coaching by providing coaches with a structure that can be followed, especially in the beginning stages of a coaching initiative or if coaches are inexperienced. Coaches should find ways to develop a relationship of trust with teachers, including helping teachers assess learning skills of students and discussing results with them, co-teaching, and developing materials with and for teachers.

If, on the other hand, a school or region has adequate resources, strong leadership, and receptive and experienced staff, coaches can **balance** their approach to coaching. Coaches will need to be directive in guiding teachers with learning how to implement specific strategies and approaches integral to the content. As coaches track teacher readiness, the level of scaffolding offered can be reduced and teacher decision-making through reflective discussions can be promoted. Initial group workshops provide a cost-effective way of building essential knowledge. Workshops can be followed by group work at the school to promote application of what was learned and to develop the school as a place of learning for adults as well as students. Finally, individual coaching is essential for providing teachers with feedback about their ability to apply what they learned to practice. Protocols that guide instructional practice provide necessary support for coaches and teachers. Group work can initially be led by coaches, but coaches should look for ways to relinquish leadership to teachers. Coaches can continue to work with individual teachers, using protocols and providing feedback.

At this stage, another decision has to be made about the way in which coaching will be delivered, based on the proximity of schools to one another and how easily coaches can access schools. If coaches can visit schools regularly, coaching can be provided through face-to-face meetings. Coaches can meet with teachers in small groups and work with teachers individually by modeling, co-teaching, solving problems, and observing. In addition, a hybrid model that uses both virtual and face-to-face coaching may enhance the quality of the coaching initiative. Teachers can observe videos of teaching or interact with their coaches via two-way radio, cell phone, or even email, if available; enhancing ongoing communication and adjusting coaching strategies to individual teacher needs.

If schools are not readily accessible to coaches, hybrid coaching becomes even more important. Initiatives using SMS, voice mail, and two-way radio might be considered. If there are minimal opportunities for teachers to work together on instructional problems with a coach, then coaching can be made available through peer groups. Coaches can lead or facilitate group meetings via technology; they may also serve as mentors, interacting with teacher leaders at the school before meetings and helping teacher leaders develop facilitation skills. Well-developed protocols provide essential structures for participants. Mentor coaches should meet, either virtually or face-to-face, with school leaders and teachers to discuss progress, successes, and challenges. When schools are not readily accessible, recruiting and preparing local coaches and guiding their work via technology may be useful. In these instances, mentor coaches serve a critical role in supporting the work of coaches who are working alone in their schools.

Selecting the model based on various conditions is important, but it is just as crucial to develop or modify coaches' job descriptions. Essential questions include: What will be the coaches' tasks and responsibilities? With how many teachers will they work and how often? What are the expectations in terms of accountability? What support will be provided? This discussion leads to the task of selecting coaches who have the skills, knowledge, and dispositions to fulfill needed roles or who appear to be willing and able to learn to fulfill the role by participating in preparation programs, reading informative literature, and networking with others.

Implementation of any coaching program should include preparation of both coaches and schools. The preparation program for coaches should include opportunities for learning both the content of the program to be implemented and the process of coaching. The most effective programs include learning experiences that are similar to what coaches will use when working with teachers. These include opportunities to practice what is being learned, to demonstrate or teach lessons to peers, and to receive feedback on performance. Essential elements of the coaching process include knowing how to coach (i.e., modeling, observing, co-teaching, co-planning, leading effective conversations with teachers to provide feedback, leading and facilitating group meetings, and working with adult learners).

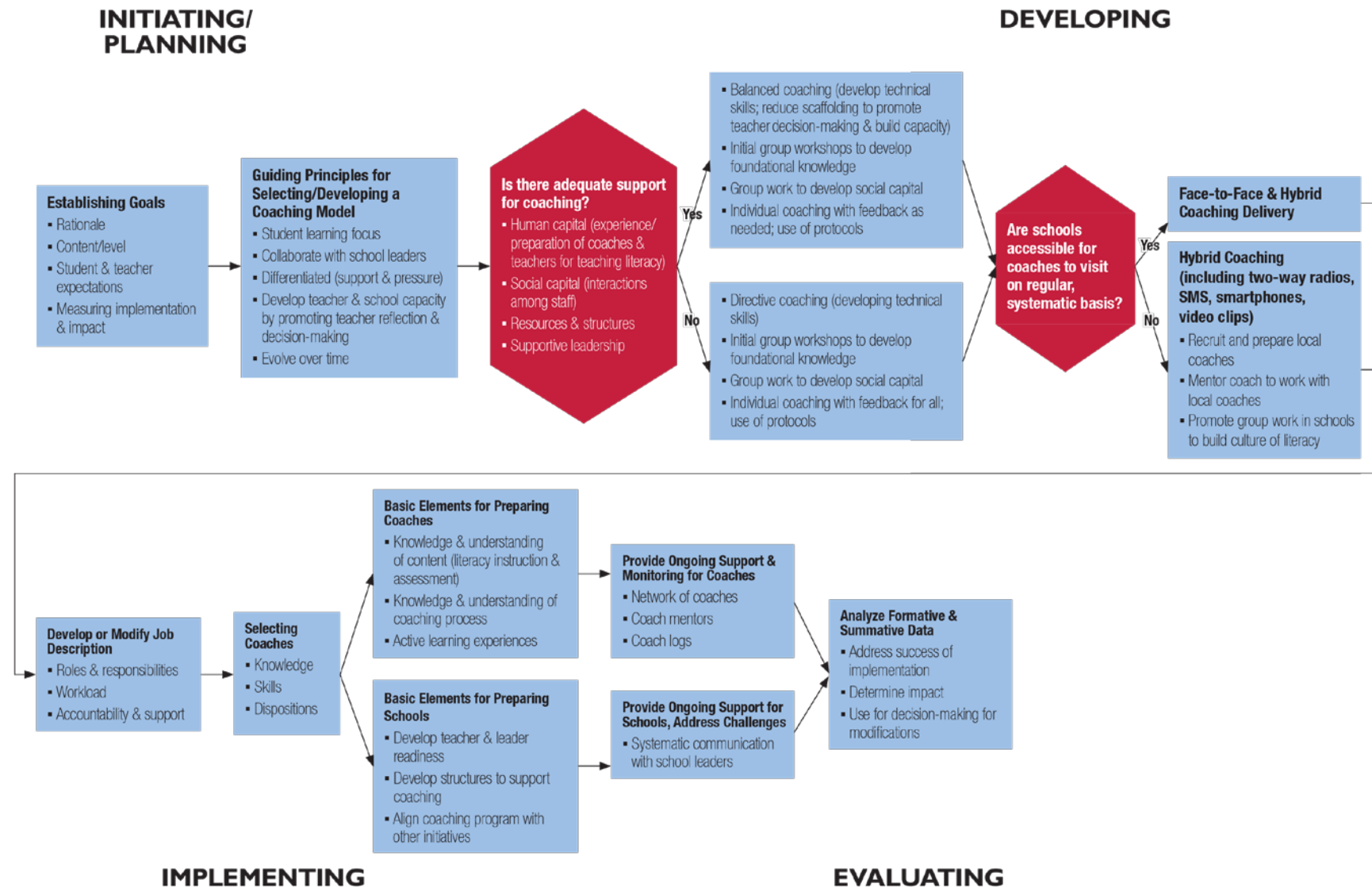
Preparing schools for the coaching initiative can occur at the same time as preparation of coaches. Coaching initiative leaders should meet with school leadership to discuss school leader responsibilities and provide ideas on how administrators can support coaching (see Best Practices box on preparing coaches). When school and Ministry leaders attend initiative workshops, they should have a better understanding of what is expected of teachers and how those expectations may change or influence teacher accountability, behavior, and so forth.

Coaches need ongoing support and monitoring for accountability purposes. Many coaching initiatives fail because coaches are floundering in their efforts in the field. Coaches appreciate the opportunity to talk with other coaches and to discuss problems and how to solve them – hence the notion of forming a network for coaches, either virtually or face-to-face (see Best Practices box on preparing coaches). By providing a mentor or lead coach, programs can provide support for coaches in schools. Mentors can

intervene when problems arise at the school level by meeting with the school leader, or they can help the coach work through a situation with an individual teacher. The lead coach or mentor helps ensure accountability in the coaching program. Other accountability processes include coaching logs or observations of coaches as they work in the field. Ongoing support is also essential for participating schools. Such support could include opportunities for lead administrators to meet with coaches and, if possible, their mentors to discuss what is working or not working. Administrators can discuss the challenges that exist as well as ways to address them (e.g., time constraints, union issues).

Evaluation approaches should be considered at the initiation stage of the coaching program. Developers can then analyze results of formative data throughout the program. At the end of the program, both formative and summative data can provide useful information for making future decisions. Important questions include: What impact has coaching had on classroom practices and student learning? What has been learned about implementation of the coaching model and program content? What changes are needed in the coaching model and in its delivery?

FIGURE 2. MAKING DECISIONS ABOUT COACHING IN DEVELOPING COUNTRIES: DECISION TREE



SUMMARY

Substantial evidence in the literature supports coaching as an effective approach for enhancing implementation of a literacy program by improving teaching practices and reading performance of beginning readers. The following points are essential considerations for developing coaching initiatives in developing countries.

1. Coaching will not be successful if conducted in isolation or approached as the single solution for changing teacher practices or improving student learning. The intervention needs to be a well-developed, evidence-based approach for improving reading instruction. Specific structural and leadership conditions must be in place at the sites, or efforts to develop these conditions should be integral to program implementation.
2. Effective, sustainable coaching in developing countries will require ongoing collaboration and cooperation among many different agencies: USAID, Ministries of Education, program contractors, universities and teacher preparation programs, and participating schools or regions. Decisions about the roles and responsibilities of coaches must be agreed on, understood, and consistent across all entities.
3. The coaching model should be selected based on the conditions that exist in a specific context. When teachers and coaches are asked to teach or learn in ways that differ from their experiences, underprepared, or have few resources to support coaching, a directive coaching model can provide the structure essential for success. When conditions are amenable to coaching, efforts should be made to provide a balanced approach that provides structure and increases opportunities for teachers to become more involved in decision-making and reflecting on their instructional practices, as a means of building their own capacity.
4. To be successful, coaches must establish a trusting and safe relationship with teachers, one in which coaching is seen as nonjudgmental and non-evaluative. If a coach takes on a supervisory role, the ability to establish a trusting teacher-coach relationship is limited. It is also difficult to establish a safe environment that stimulates teacher motivation and interest in making real and lasting changes in classroom instruction. Those who serve as both coaches and inspectors or supervisors must be able to address the demands of both roles, while supporting teachers to promote changes in their instructional practices.
5. Coaching efforts are most effective and efficient when they include both group and individual coaching activities. Group activities are useful for providing information to all teachers, and build on learning as a social activity. Group interaction can help develop schools that are places of learning for teachers as well as students. Individual coaching provides activities customized to individual teacher needs, to foster a deeper understanding of the intervention and the ability to apply learning to practice. Modeling, observing, and providing feedback are important coaching tools, as are problem-solving and conferring with teachers about instruction.
6. Coaching in developing countries requires creative and critical use of available technology. Minimal resources, lack of prepared coaches, and geographical constraints call for innovative approaches to coaching to increase the ability of USAID and other entities to more effectively and rapidly improve teacher practices and student learning.
7. Effective coaching requires well-prepared coaches who are provided with ongoing support and feedback. Selecting coaches who have the dispositions to work in positive ways with teachers is

essential; these coaches are enthusiastic about their work, approachable, and willing to accept the challenges of their positions.

8. Finally, although a substantial number of initiatives in developed countries support coaching as a key implementation tool, more rigorous studies (both implementation and impact studies) of coaching are needed. Evaluation studies that do exist show positive responses to coaching by teachers and positive impacts on teacher practices and student learning. The interviews conducted for this study and the documents reviewed provide examples of the potential of coaching as a means of providing effective PD for teachers, increasing students' learning, and influencing school reform in developing countries. Most of the literature is limited in scope; thus, more comprehensive and rigorous studies are needed to guide the development of coaching initiatives that will best meet the contextual conditions in developing countries.

REFERENCES

- Akhlaq, T. (2008). *A strong monitoring mechanism: The most urgent need of government school teachers for their continuous professional development and for bringing about a change in their classroom environment*. Paper presented at International Conference, Aga Khan University.
- Atteberry, A., & Bryk, A. (2011). Analyzing teacher participation in literacy coaching activities. *The Elementary School Journal*, 112(2), 356–382.
- Atteberry, A., Bryk, A., Walker, L., & Biancarosa, G. (2008). *Variations in the amount of coaching in literacy collaborative schools*. Paper presented at the annual conference of the American Educational Research Association. New York, NY.
- Bean, R.M. (2009). *The reading specialist: Leadership for the classroom, school, and community*. New York: The Guilford Press.
- Bean, R.M. (2011). The reading coach: Professional development and literacy leadership in the school. In Rasinski, T. (Ed.), *Rebuilding the foundation: Effective reading instruction for 21st century literacy*. Bloomington, IN: Solution-Tree Press.
- Bean, R.M., Belcastro, E., Hathaway, J., Risko, V., Roskos, K., & Rosemary, C. (2008, March). *Synthesis of research about literacy coaching*. Paper presented at the annual conference of the American Educational Research Association, New York, NY.
- Bean, R.M., Draper, J.A., Hall, V., Vandermolen, J. & Zigmond, N. (2010). Coaches and coaching in reading first schools. *Elementary School Journal*, 111(1), 87–114.
- Bean, R.M., Kern, D., Goatley, V., Ortlieb, E., Shettel, J., Calo, & Cassidy, J. (2013). *Changing roles of reading specialists/literacy coaches: Results of a national survey*. Paper presented at the Annual Conference of the International Reading Association, San Antonio, TX.
- Bean, R.M., & Lillenstein, J. (2012). Response to intervention and the changing roles of school-wide personnel. *The Reading Teacher*, 65(7), 491–501.
- Bean, R.M., & Swan Dagen, A. (2012). *Best practices of literacy leaders: Keys to school improvement*. New York: The Guilford Press.
- Bean, R.M., & Zigmond, N. (2007, April). *Evolution of coaches in reading first schools*. Paper presented at the annual conference of the American Educational Research Association, Chicago, IL.
- Biancarosa, G., Bryk, A., & Dexter, E. (2010). Assessing the value-added effects of literacy collaborative professional development on student learning. *The Elementary School Journal*, 111(1), 7–34.
- Biech, E. (2010). *The ASTD leadership handbook*. San Francisco, CA: Barrett Koehler Publishers.
- Carlisle, J.F., Cortina, K.S., & Katz, L.A. (2011). First-grade teachers' response to three models of professional development in reading. *Reading and Writing Quarterly*, 27(3), 212–238.

- Camburn, E.M., Kimball, S.M., & Lowenhaupt, R. (2008). Going to scale with teacher leadership: Lessons learned from a districtwide literacy coaching initiative. In M.M. Mangin & S.R. Stoelinga (Eds.), *Effective teacher leadership: Using research to inform and reform* (pp. 120–143). New York: Teachers College Press.
- Coburn, C.E., & Woulfin, S.L. (2012). Reading coaches and the relationship between policy and practice. *Reading Research Quarterly*, 47(1), 5–30.
- Collett, V.S. (2012). The gradual increase of responsibility model: Coaching for teacher change. *Literacy Research and Instruction*, 51(1), 23–47.
- Costa, A.L., & Garmston, R.J. (2002). *Cognitive coaching: A foundation for renaissance schools*. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Davidson, M., & Hobbs, J. (2013). Delivering reading intervention to the poorest children: The case of Liberia and EGRA-Plus, a primary grade reading assessment and intervention. *International Journal of Educational Development*, 33, 283–293.
- Deussen, T., Coskie, T., Robinson, L., & Autio, E. (2007). “Coach” can mean many things: Five categories of literacy coaches in Reading First (Issues & Answers Report, REL, 2007-No. 005). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest.
- Elish-Piper, L., & L’Allier, S. (2007). *Does literacy coaching make a difference? The effects of literacy coaching on reading achievement in grades K-3 in reading first district*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.
- Elish-Piper, L., & L’Allier, S. (2010). Exploring the relationship between literacy coaching and student reading achievement in grades K-1. *Literacy Research and Instruction*, 49, 162–174.
- Elish-Piper, L., & L’Allier, S. (2011). Examining the relationship between literacy coaching and student reading gains in Grades K-3. *Elementary School Journal*, 112(1), 83–106.
- Fixsen, D.L., Naoom, S.F., Blasé, K.A., Friedman, R.M., & Wallace, F. (2006). *Implementation research: A synthesis of the literature* (FMHI Publication #231). Tampa, FL: University of South Florida Louis de al Parte Florida Mental Health Institute, National Implementation Research Network.
- Frost, S., & Bean, R.M. (2006). *Qualifications for literacy coaches: The gold standard* (brief for Literacy Coaching Clearinghouse). Retrieved from <https://www.literacycoachingonline.org>
- Garet, M.S., Cronen, S., Eaton, M., Kurki, A., Ludwig, M., Jones, W., & Silverberg, M. (2008). *The impact of two professional development interventions on early reading instruction and achievement* (NCEE 2008-4030). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest.
- Gauteng Primary Literacy and Mathematics Strategy (GPLMS). (2012). *Coaches manual: Implementing the Gauteng Primary Language and Mathematics Strategy in the foundation phase*. South Africa: Author.

- Gentry, L.B., Denton, C.A., & Kurz, T. (2008). Technologically-based mentoring provided to teachers: A synthesis of the literature. *Journal of Technology and Teacher Education*, 16(3), 339–373.
- Gove, A., & Cvelich, P. (2010). *Early reading: Igniting education for all*. A report by the early grade learning community of practice. Research Triangle Park, NC: Research Triangle Institute.
- Grierson, A. (2011). *Walking the talk: Supporting teachers' growth with different professional learning*. Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.
- Hussain, R., & Ali, S.I. (2010). Improving public school teachers in Pakistan: Challenges and opportunities. *Improving Schools*, 13(1), 70–80.
- International Reading Association. (2004). *The role and qualifications of the reading coach in the United States*. Newark, DE: Author.
- International Reading Association. (2010). *Standards for preparing specialized literacy professionals – Revised*. Newark, DE: Author.
- Ippolito, J. (2010). Three ways that literacy coaches balance responsive and directive relationships with teachers. *Elementary School Journal*, 111(1), 164–190.
- Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Killion, J., & Harrison, C. (2006). *Taking the lead: New roles for teachers and school-based coaches*. Oxford, OH: National Staff Development Council.
- Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, CA: Corwin Press.
- Korda, M. (2012). Logical implementation for taking a reading intervention from a pilot to scale. Paper presented at Research Triangle Institute, Research Triangle Park, NC.
- L'Allier, S.K., & Elish-Piper, L. (2006). *An initial examination of the effects of literacy coaching on student achievement in reading in grades K-3*. Paper presented at the annual conference of the National Reading Conference, Los Angeles, CA.
- L'Allier, S.K., Elish-Piper, L., & Bean, R.M. (2010). What matters for elementary literacy coaching? Guiding principles for instructional improvement and student achievement. *The Reading Teacher*, 63(7), 544–554.
- Leana, C.R., & Pil, F.K. (2006). Social capital and organizational performance: Evidence from urban public schools. *Organization Science*, 17(3), 353–366.
- Leithwood, K., & Jantzi, D. (2008). Linking leadership to student learning: The contributions of leader efficacy. *Educational Administration Quarterly*, 44(4), 496–528.

- Lewis-Spector, J., Richardson, J.S., & Janusheva, V. (2001). Just footprints in the sand: Questioning sustainability of an IRA international project. *Journal of Adult and Adolescent Literacy*, 55(3), 176–186.
- Lucas, R. (2008). *Corporate training: Adult learning 101*. Retrieved from www.selfgrowth.com/artman2/publish/corporate_articles/Adult_Learning_101.
- Matsumura, L.C., Garnier, H.E., Correnti, R., Junker, B., & Bickel, D.D. (2010). Investigating the effectiveness of a comprehensive literacy-coaching program in schools with high teacher mobility. *Elementary School Journal*, 111(14), 35–62.
- Matsumura, L., Garnier, H. E., & Spybrook, J. (2012). The effect of content-focused coaching on the quality of classroom text discussions. *Journal of Teacher Education*, 63(3), 214–228.
- Matsumura, L.C., Sartoris, M., DiPrima Bickel, D., & Garnier, H.E. (2009). Leadership for literacy coaxing: The principal's role in launching a new coaching program. *Educational Administration Quarterly*, 45(5), 655–693.
- McKenna, M.C.A., & Walpole, S. (2008). *The literacy coaching challenge: Models and methods for grades K-8*. New York: Guilford Press.
- Mourshed, M., Chijioke, C., & Baber, M. (2010, November). *How the world's most improved school systems keep getting better*. McKinsey and Company: London.
- National Institute for Excellence in Teaching. (2012). *Beyond "job-embedded": Ensuring that good professional development gets results*. Santa Monica, CA: Author.
- Neufeld, B., & Roper, D. (2003). *Coaching: A strategy for developing instructional capacity – Promises and practicalities*. Washington, DC: Aspen Institute Program of Education and Annenberg Institute for School Reform.
- Neuman, S., & Cunningham, L. (2009). The impact of professional development and coaching on early language and literacy instructional practices. *American Educational Research Journal*, 46(2), 532–566.
- Orange. (n.d). Improving access to education: Orange's contribution through 3 initiatives. Author.
- Pallangyo, A., Hoesein, E., & Khan, N.U. (2012). The GLPD National Annual Report: Year I (unpublished document submitted to International Reading Association).
- Pianta, R.C., Mashburn, A.J., Downer, J.T., Hamre, B.K., & Justice, L. (2008). Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms. *Early Childhood Research Quarterly*, 23, 431–451.
- Piper, B., & Mugenda, A. (2013, April). *The Primary Math and Reading (PRIMR) Initiative: Mid-term impact evaluation*. Research Triangle Park, NC: Research Triangle International.
- Pouezevara, S., Costello, M., & Bandi, O. (2012). *Malawi teacher development support. Malawi reading intervention early grade reading assessment – final assessment*. [Contract No: EDH-I-00-05-00026-02] United States Agency for International Development.

- Powell, D.R., Diamond, K.E., Burchinal, M.R., & Koehler, M.J. (2010). Effects of an early literacy professional development intervention on Head Start teachers and children. *Journal of Educational Psychology, 102*(2), 299–312.
- Powell, D.R., Diamond, K.E., & Koehler, M.J. (2010). Use of a case-based hypermedia resource in an early literacy coaching intervention with pre-kindergarten teachers. *Topics in early childhood special education, 29*(4), 239–249.
- Powell, D.R., Steed, E.A., & Diamond, K.E. (2010). Dimensions of literacy coaching with Head Start teachers. *Topics in Early childhood special education, 30*, 141–161.
- Printy, S. (2008). Leadership for teacher learning: A community of practice perspective. *Educational Administration Quarterly, 44*(2), 187–226.
- Robbins, P. (1992). *How to implement a peer coaching program*. Washington, DC: Association for Supervision and Curriculum Development.
- Roskos, K., Strickland, D., Haase, J. & Malik, S. (2009). *First principles for early grade reading programs in developing countries* (Educational Quality Improvement Program I). With support from USAID and the American Institutes for Research.
- Rothwell, W. (2008). *Adult learning basics*. Baltimore, MD: American Society for Training and Development.
- Sailors, M., Hoffman, J. V., Pearson, P. D., Shin, J., McClung, N. (2012, November). *Improving reading practices and student outcomes through Read Malawi: Challenges, opportunities and outcomes*. San Diego, CA: Literacy Research Association.
- Salas, S. (2013, July). *Coaching high priority schools: Lessons learned from a multi-tiered in-service professional development series for the Molteno Institute for Language and Literacy Gauteng Province Literacy and Math Strategy*. Invited program evaluation prepared for the Molteno Institute for Language and Literacy (Fulbright Senior Specialist Grant #5269).
- Salas, S., Dikotla, M., & Otulaja, F. (2013). Coaching thoughtfully adaptive teachers in Gauteng Province: Needs and possibilities (unpublished manuscript).
- Scott, S.E., Cortina, K.S., & Carlisle, J.F. (2012). Understanding coach-based professional development in Reading First: How do coaches spend their time and how do teachers perceive coaches' work? *Literacy research and instruction, 51*(1), 68–85.
- Sturtevant, E., & Linek, W. (2007). Secondary Literacy coaching: A Macedonian perspective. *Journal of Adolescent and Adult Literacy, 51*(3), 240–250.
- Sun, M., Penuel, W.R., Frank, K.A., Gallagher, H.A., & Youngs, P. (2013). Shaping professional development to promote the diffusion of instructional expertise among teachers. *Educational Evaluation and Policy Analysis, 35*(3), 344–369.
- Toll, C.A. (2007). *Lenses of literacy coaching: Conceptualizations, functions, and outcomes*. Norwood, MA: Christopher-Gordon Publishers, Inc.

- United States Agency for International Development. (2011). *USAID Funded Malawi Teacher Professional Development Support (MTPDS) Program: Reading Intervention Programme Coaching Manual*. [Contract No: EHD-I-00-05-00026-02] Retrieved from: http://mtpds.org/images/stories/pdfs/result_area_3_resources/reading_intervention_programme_%20coaching_manual.pdf
- United States Agency for International Development. (2013, July). *Do PRIMR's ICT strategies improve learning outcomes? PRIMR Reading Program*.
- Vanderburg, M., & Stephens, D. (2010). The impact of literacy coaches: What teachers value and how teachers change. *The Elementary School Journal*, 111(1), 142–163.
- Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24, 80–91.
- Walpole, S., Justice, L., & Invernizzi, M. (2004). Closing the gap between research and practice: Case study of school-wide literacy reform. *Reading & Writing Quarterly*, 20, 261–283.
- Walpole, S., & McKenna, M.C. (2013). *The literacy coach's handbook: A guide to research-based practice* (2nd ed). New York: The Guilford Press.
- Wanless, S., Patton, C., Rimm-Kaufman, S., & Deutsch (2013). Setting-level influences on implementation of the responsive classroom approach. *Prevention Science*, 14(1), 40–51.
- World Bank. (2003). *Lifelong learning in the global knowledge economy: Challenges for developing countries*. Washington, DC: Author.
- Zigmond, N., Bean, R., Kloo, A., & Brydon, M. (2011). Policy, research, and Reading First. In A. McGill-Franzen & R.L. Allington (Eds.), *Handbook of reading disability research* (pp. 464–476). New York: Routledge Publishing.

APPENDIX A: PROCEDURES FOR CONDUCTING THE ANALYTIC STUDY

The following procedures were followed in conducting this analytic study and preparing this report.

1. Search of various data sources, including ERIC and PsychINFO, focusing especially on empirical studies conducted from 2008 to 2013 and searching specifically for reports of coaching studies conducted in developing countries or reports describing coaching in these countries
2. Search and review of references cited in studies selected from the initial search
3. Review and analysis of articles that were pertinent to this report (e.g., focus on coaching in primary grades, description of best practices of coaching, factors influencing effective coaching)
4. Development of a protocol for interviewing individuals involved in coaching in developing countries (see Appendix B)
5. Interviews of leaders of coaching initiatives via Skype or telephone
6. Development of a protocol that enabled coaches working in initiatives in developing countries to respond to questions about their experiences (see Appendix C)
7. Development of a decision tree that provides guidance for those involved in developing, implementing, or evaluating coaching initiatives in developing countries

APPENDIX B: INTERVIEW QUESTIONS

Background: I have been asked by USAID to develop a paper on coaching that summarizes the current research and literature, not only from the U.S. but in countries around the world, and especially in developing countries. This paper will serve as a resource for those undertaking projects to promote early grade literacy of the students in their country. Below are some initial questions to guide our conversation. Please feel free to add any issues or topics that you think are important for understanding your work with coaching.

1. I understand that you have a coaching initiative in the schools in your country. Could you provide a brief description?
 - a. What do coaches do?
 - b. How do you recruit coaches?
 - c. How are they prepared?
 - d. How many teachers/ schools do coaches work with?
 - e. How long has this initiative been in operation?
2. What has been the reaction of teachers to this type of PD? In what ways have you helped teachers to understand and value this type of professional development?
3. What benefits have you seen from coaching? Changes in teacher practices? Student achievement? Do you have any written documents that you can share about the initiative? Evidence that coaching is effective?
4. What attributes of the coaching initiative do you think are critical to its success?
5. How do you describe your coaching model (e.g., directive versus responsive; individual versus group?) How do you address the issue of evaluation; how difficult is it to maintain the coaches' role as one of "supporting" teachers rather than evaluating them?
6. Any protocols or forms that have been useful?
7. What challenges have you faced in implementing coaching?
8. What are your future plans for coaching? Any expansion? Possible changes?
9. Is there anyone else that you suggest I talk with? Again, any documents that you are willing to share?
10. What else would you want to share with me?

Many thanks for participating in this interview. I would appreciate receiving contact information for publication in an appendix in the final paper; include your name, title, and affiliation, as well as email address. This information will ensure that I have accurate and complete information about the individuals whom I have interviewed.

APPENDIX C: QUESTIONS FOR COACHES

1. What do you think are the most important skills, knowledge, or attributes of a coach? What do you need as an educator to be successful in your position?
2. What are the major challenges that you face in your position? (What problems do you have to overcome)?
3. What are the responses of teachers to coaching? Are they receptive as a whole? Hesitant? etc. How can you convince them that coaches are there to support them?
4. Can you provide some examples of the changes you have seen in teacher practices? (example of instructional changes , e.g., more work with small groups, etc.)
5. Finally, can you provide some basic information such as:
 - a. Numbers of teachers/schools that you serve?
 - b. How do you spend most of your time (e.g., observing teachers, talking with teachers, working with groups etc.)?

APPENDIX D: EXAMPLE OF PROTOCOL USED FOR PROVIDING FEEDBACK TO TEACHERS⁶

Coaches Feedback Protocol Date _____ Coach _____ Teacher _____

Class Stream _____ School _____ District _____

Zone _____ Cluster _____ Start Time: _____ End Time _____

I Number of students in the literacy class today: **Female** _____ **Male** _____

Environment:

2 Students can clearly see print on board All Some None

3 Students face the teacher while teaching All Some None

4 Students have books All Some None

5 Students use books during lesson All Some None

Instruction:

6 What lesson is the teacher on today? Set _____ Day _____

7 Class is 1 week or more behind Yes No

If YES, why? _____

Support: _____

8 Students are engaged All Some None

9 Students respond when appropriate All Some None

If none why? _____

10 Students respond in unison/chorally All Some None

If some or none, why? _____

Support: _____

11 Teacher teaches routine:

Phonological Awareness (no text) All Part None

Alphabetic Principal (with text) All Part None

Fluency All Part None

Vocabulary All Part None

Comprehension All Part None

Day 5/Assessment Day Yes No

12 Teacher uses appropriate pacing Always Often Sometimes Not Often Never

Positive Comments: _____

Support: _____

13 Students respond with correct answer..... Always Often Sometimes Not Often Never

Positive Comments: _____

Support: _____

6. From Malawi Coaching Manual (July 2011). USAID Funded Malawi Teaching Professional Development Support (MPDS) Program. Reading Intervention Programme Coaching Manual. Malawi: Author, pp. 13 – 14.